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The present research was an exploratory study to attempt to determine the interrelationship of some of the aspects of the self-social concept and to determine the relationship of the self-social concept to age, sex, intelligence, achievement, number of siblings, number of years in a preschool program, and separation from the biological father. The hypotheses were: (1) Age, achievement, and intelligence will be positively correlated with the self-social concept of the subjects. (2) The children will identify more closely with the mother than with the father, friends, or teacher. (3) Girls will identify more realistically than will the boys in terms of sex, realism of size and realism of color.

The subjects for the study were sixty-seven three-, four-, five-, and six-year-old Negro children from poverty areas and who were participating in the Durham (N. C.) Education Improvement Program. The instrument used for the study was the Children's Self-Social Constructs Test developed by Henderson, Long and Ziller. Evidence of reliability and validity had been established through previous research by the authors. The test measured various aspects of the subject's conception of himself in relation to others. Other instruments used to gather information were the Preschool Attainment Record and the Stanford Binet Intelligence Test. The Pearson correlation coefficient, a partial

correlation, and a t test of significance of difference between the means were the statistical methods used to analyze the data.

None of the three hypotheses tested were confirmed; however, the general findings did indicate a relationship of the self-social concept to the behavior of young children. The conclusions were: (1) It is the stage of development, not the chronological age, that is important in identification of children with significant others. (2) Separation from the biological father does not necessarily have a negative effect on the self-social concept of the child. (3) Children as young as three years of age have attitudes about themselves which they can relate to others under appropriate situations. (4) Testing the self-concept of young children gives valuable insight into their behavior and personality.

SELF-SOCIAL CONCEPT OF YOUNG NEGRO CHILDREN

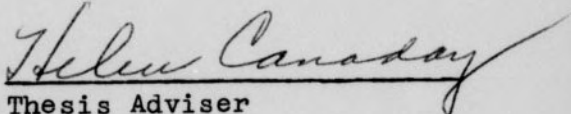
BY

Martha Pratt Campbell

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Thesis Adviser

# APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Thesis Adviser

Allen Canaday

Oral Examination  
Committee Members

Ennie M. Deemer

E. M. Ballinger

Rebecca M. Smith

March 25, 1970

Date of Examination

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Justification of the Study. . . . .	1
Purpose of the Study. . . . .	2
Objectives and Hypotheses . . . . .	3
Definition of Terms Used. . . . .	4
II. SURVEY OF LITERATURE. . . . .	6
Self-Esteem . . . . .	7
Social Dependency . . . . .	8
Identification. . . . .	9
Realism of Size . . . . .	12
Realism of Color. . . . .	12
Intelligence. . . . .	14
Achievement . . . . .	14
Intercorrelation of Measures. . . . .	15
Development of the Self . . . . .	16
III. METHODS AND PROCEDURES. . . . .	18
The Sample. . . . .	18
Collection of Data. . . . .	23
Experimental Tasks. . . . .	24
Validity and Reliability. . . . .	30
Analysis of Data. . . . .	30
IV. RESULTS AND DISCUSSION. . . . .	32
Results . . . . .	32
Significance of Sex . . . . .	40
Significance of Separation from Biological Father. . . . .	41
Discussion. . . . .	44
V. SUMMARY AND CONCLUSIONS . . . . .	49
Summary . . . . .	49
Conclusions . . . . .	52
Recommendations for Further Study . . . . .	52

	Page
BIBLIOGRAPHY . . . . .	55
APPENDIX . . . . .	60

1. The Self-Social Movement in the United States . . . . .	61
2. The Self-Social Movement in the United States . . . . .	62
3. The Self-Social Movement in the United States . . . . .	63
4. The Self-Social Movement in the United States . . . . .	64
5. The Self-Social Movement in the United States . . . . .	65
6. The Self-Social Movement in the United States . . . . .	66
7. The Self-Social Movement in the United States . . . . .	67
8. The Self-Social Movement in the United States . . . . .	68
9. The Self-Social Movement in the United States . . . . .	69
10. The Self-Social Movement in the United States . . . . .	70



# LIST OF TABLES

Table		Page
1.	Marital Status of Subjects' Parents. . . . .	21
2.	Source of Income for Subjects' Families. . . . .	21
3.	Intercorrelation Results for the Children's Self-Social Constructs Test Measures and Variables . . . . .	34
4.	Means from the Children's Self-Social Constructs Test for Girls and for Boys. . . . .	37
5.	Identifications for Forced Choice Measures of the Children's Self-Social Constructs Test in Percentage . . . . .	39
6.	Means from the Children's Self-Social Constructs Test for Boys from Father-Present versus Father-Absent Homes . . . . .	42
7.	Means from the Children's Self-Social Constructs Test for Girls from Father-Present versus Father-Absent Homes . . . . .	43

## LIST OF FIGURES

Figures		Page
1.	Item Measuring Dependency in Children's Self-Social Constructs Test (Pre-school Form) . . . . .	25
2.	Item Measuring Esteem in Children's Self-Social Constructs Test (Pre-school Form) . . . . .	26
3.	Item Measuring Identification of Mother in Children's Self-Social Constructs Test (Preschool Form). . . . .	26
4.	Item Measuring Realism in Relation to Size in Children's Self-Social Constructs Test (Preschool Form). . . . .	27
5.	Item Measuring Realism in Relation to Color in Children's Self-Social Constructs Test (Preschool Form) . . . . .	28
6.	Item Measuring Forced Choice Identification in Children's Self-Social Constructs Test (Preschool Form) . . . . .	29

## CHAPTER I

### INTRODUCTION

Teachers and parents are constantly in search for causes of children's behavior. Within the last two decades social scientists have become increasingly interested in the individual's concept of himself. The current emphases on the study of the young child from deprived background have pointed to the need for more information on the young child's concept of himself and his own self-worth. While Wylie (1961) reported studies investigating the self-concept phenomena, those investigations directly related to pre-school children are extremely limited. The consensus of the researchers (Bloom, 1964; Clark and Clark, 1939; Sullivan, 1947; Wolff, 1946) supported the theory that more than a third of the development of the self-concept takes place by the time a child reaches the age of six. Yet, the emphasis in recent years has been on the already developed self-concept, rather than on its developing stages. With the current emphasis on preschool education, a study on the self-concept of this age child is both timely and justified.

### JUSTIFICATION OF THE STUDY

The related literature (Stokes, 1950; Brookover,

et. al., 1965) suggested a possible correlation of self-concept and behavior; however, the current literature provided little concrete information on the self-concept of young children. Testing the self-concept of preschoolers could be of significant value in contributing to a better understanding of individual behavior. At present the self-concept is often considered too intangible to study in detail, especially during the first years of life. The present study is an attempt to examine the feasibility of investigating the self-concept during the early years. It was designed to investigate such questions as: What effect does the self-concept have on behavior? What affects the self-concept? When and how does the self-concept develop?

#### PURPOSE OF THE STUDY

The major purpose of this study was to determine the relationship of the self-social concept to the factors of age, sex, intelligence, and achievement. A second purpose was to investigate relationships which would be beneficial to educators and other professional persons working with young children, such as the effects of broken homes, social discrimination, and poor living conditions on the self-social concept. Also, the study was concerned with the relationship of the self-social concept to the number of years the child has been in an educational program as a means of insight into the effectiveness of early childhood

education in the development of the self-social concept.

A final purpose was to replicate, in part, a study made by Long and Henderson (1968), co-authors with Ziller of the instrument used in this study. The Long and Henderson study related the measures of the instrument to the variables of separation from biological father and number of siblings. Also in replication, the measures of the instrument were intercorrelated to obtain the relation of one measure to another.

#### OBJECTIVES AND HYPOTHESES OF THE STUDY

Objectives. There were two specific objectives of this study. First, to determine the relationship of the self-social concept measures and each of the following variables: age, sex, intelligence, achievement, number of siblings, number of years in an educational program, and separation from biological father. Second, to determine whether there was interrelationship of the measures of the instrument: esteem, dependency, identification with mother, identification with father, identification with friends, identification with teacher, realism of color (race), and realism of size.

Hypotheses for this study were:

1. Age, achievement, and intelligence will be positively correlated with the self-social concept of the subjects.

2. The children will identify more closely with the mother than with the father, friends, or teacher.
3. Girls will identify more realistically than the boys in terms of sex, realism of size and realism of color.

#### DEFINITIONS OF TERMS USED

Self-concept refers to the "individual's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a dynamic force in directing behavior" (LaBenne, 1968, p. 15).

Self-social concept refers to results of the instrument used. It is the interpretation of one's feelings and beliefs about himself in social relationships with others (Long and Henderson, 1968).

Esteem refers to the feeling of self worth or value that an individual possesses.

Dependency refers to social dependency; affiliative or group-oriented tendencies of an individual.

Father refers to the male who assumes the father role in the family, though not necessarily the biological father. In some instances "father" may refer to the mother's steady boyfriend who assumes a father role or it may also refer to the child's imaginary father.



Mother refers to the female who assumes the mother role, in all cases being the biological mother or grandmother.

Friend refers to a peer with whom the individual associates and identifies.

Teacher refers to any of the three adults in charge of the class of which the individual is a member or it may also refer to an imaginary teacher. The three adults in charge of the class compose a teaching team made up of two trained teachers and a teacher aide.

Realism of color is used to indicate the perception of race or color of skin.

Realism of size is used to indicate the perception of own size as related to the perception of the size of the father in terms of larger, smaller, or the same size.

Age is the chronological age in months as of November 1, 1968.

Achievement refers to the attainment age score on the Preschool Attainment Record.

Disadvantaged refers to the lack of financial, environmental, or cultural stability.

Intact family refers to a family composed of a husband, wife, and their children.

## CHAPTER II

### SURVEY OF LITERATURE

Numerous studies have been made which relate to the self-concept phenomena, but the research concerning the self-concept of preschool children is almost nihil. Wylie (1961) pointed out some of the problems one faces in measuring aspects of the phenomenal field. The existence of these problems helps explain the dearth of research with young children as subjects. Many of the available self-concept tests employ a projective technique of measurement which is inappropriate for use with preschool children and which results in uncertain interpretations.

The Long and Henderson (1967, 1968) research using the Children's Self-Social Constructs Test yielded the most pertinent contributions in the area of the self-concept of preschool children. Results of their research were not presented as a composite self-concept score but were presented as a study of various aspects of the child's self perception in relation to others (mother, father, friends, and teacher). These aspects include self-esteem, dependency, identification, realism of size, and realism of color, which were used to categorize part of the review of related literature. Other studies will be reported under the headings

of intelligence, achievement, intercorrelation of measures, and the development of the self.

#### SELF-ESTEEM

Long and Henderson (1967, 1968) found that Negro children scored low on self-esteem ( $p = .01$ ). Lower self-esteem was also related to less realism of color. Kardiner and Ovesey (1951) reported that low self-esteem is often characteristic of the Negro culture, partially due to an idealization of White culture. This also supported the relation of self-esteem and color found by Long and Henderson (1967, 1968). Dittes (1959) in another study found low self-esteem indicative of a strong need for acceptance. Possibly related to this is the Long and Henderson finding (1967) of a negative relation of self-esteem and birth position.

Brownfain (1952) postulated that a deficiency of self-esteem leads to development of defense mechanisms in an attempt to defend oneself from insecurities and a likeliness of feeling dominated by a situation. Coopersmith (1959) reported finding a significant positive correlation between self-esteem and achievement ( $r = .36$ ,  $p = .01$ ). He also suggested that self-esteem behavior was based on prior positive and negative experiences.

Maslow summarized some of the characteristics of self-esteem when he stated:

Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability, and adequacy of being useful and necessary in the world. But thwarting of these needs produces feelings of inferiority, of weakness, and of helplessness. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends. (Maslow, 1965, p. 255).

#### SOCIAL DEPENDENCY

Theories advanced by Adler (1920), Sullivan (1947), and Mullahy (1947) suggest problems in concept development for children of a minority group living in a substandard environment. Adler (1920) theorized that inferiority, or a negative self-concept, leads to group withdrawal until the group remaining reflects superiority upon the individual who seeks to improve his self-image by means of social relationships. Where there is a choice in group selection, the inferior person is likely to select a group in which he can feel positively about himself.

Sullivan (1947) developed a theory in which he referred to important people in the child's life, i. e. parents, teachers, and friends, as the "significant others." These significant others are the resources of the self-concept. Mullahy clarified this by stating,

The child appraises himself as he is appraised by the significant adults. He lacks the experience and equipment necessary for a careful and dispassionate evaluation of himself. He has no guide except what he has learned from significant adults. (Mullahy, 1947, p. 132).

This process Mullahy (1947) named "reflected appraisals."

Long and Henderson (1967) found that lower class Negro children tended to show high levels of social dependency. The level of dependency among the boys participating in their study was positively related to their age.

#### IDENTIFICATION

Wolff (1946) suggested that until the age of four the child does not differentiate acts of others from those of himself. He further suggested that at approximately age four the child begins to identify with his parents.

In a study in 1950 Stokes found some interesting identification patterns. He reported that boys and girls in father-absent homes display concepts most like girls in father-present homes. He also found that girls are more likely to form a close identification with their mother than boys are with their fathers. Identification succeeding parent identification, e. g. with teachers and friends, seemed to be less influential than that with the parents (Stokes, 1950). He further concluded that early identification patterns were lasting and more consistent.

Stokes (1950) formulated the following list of factors which influence identification and which emphasize the interrelation of self-concept and identification.

1. biological fact of sex and its predisposition to some form of behavior
2. the social pressures upon children to identify with their own sex



3. the degree of affection accorded to the child by the person with whom identification is attempted
4. the extent to which the child's needs are gratified by the person with whom identification is attempted
5. the degree of acquaintance with the identified person
6. clarity of role of the person with whom identification is attempted
7. attitude of influential persons toward person with whom identification is attempted
8. capacity of the child to be like the person he is identifying with
9. temperament of the child in relation to the person identified with
10. existence of strong needs on the part of the child which conflict with or coincide with requirements and pattern of the person with whom identifying (Stokes, 1950, p. 168).

In a study of fourth, fifth, and sixth graders, Davidson (1960) found children from a lower socio-economic level perceived the teacher's feelings toward them as less positive than did the children from a higher socio-economic level.

A later study by Mussen (1963) reported that the process of identification began between the ages of four and six. Anderson (1965) warned that the sex of the significant person is important because identification must be in harmony with cultural norms.

Bronson (1959) suggested that the young child identifies with the security-giving object in an attempt to be



identical with the powerful model. As the ego matures the child, aiming to be like the security-giving object, imitates significant behavior of the important adult.

Long and Henderson (1967, 1968) compared the identification of the children in their studies with four significant persons: mother, father, friends, and teacher. In the first study (1967) identification was measured by two methods: (1) distance the subject placed himself from the stimulus person and (2) a forced choice between two stimulus persons. With the proximal placement method, the lower class child exhibited closer identification with the mother. There was also a significant identification of lower class children with the teacher. The distance the child placed himself from the father was positively related to the number of siblings and presence of the father in the home.

In the forced choice items Long and Henderson (1967) found the boys chose the father most often and the teacher least often. For girls, the choice of the mother was negatively associated with the number of siblings.

Long and Henderson (1968) used only the proximal placement method of identification testing. The use of this method produced significant correlations of identification with all stimulus persons except friends. The boys indicated less identification with the mother than did the girls. The identification with the teacher was negatively related to the number of siblings ( $r = -.28$ ). The 31 children who

were separated from their biological fathers identified less with the father figure than the 41 children living with their father. Only 34 per cent of the 31 children from father-absent homes placed themselves next to the father stimulus figure, while 60 per cent of the 41 children from father-present homes placed themselves next to the father stimulus figure ( $\chi^2 = 5.6$ ,  $p = .02$ ).

#### REALISM OF SIZE

Long and Henderson discovered that the Negro children in their study tended to be less realistic as to their size than were the white children (1967). After an extensive search of the literature no other studies dealing with young children's concept of realism of size were found.

#### REALISM OF COLOR

Several studies have been conducted on race awareness of young children. Landreth and Johnson (1953) noted that skin color choice was more evident at five years of age than at three years. The age difference was more pronounced for the white children than for the Negro children. The same investigators also reported that by three years of age the Negro child seemed to realize that white was desired over black. Children aware of membership in a minority group may choose pictures of majority group members as being most like himself (Horowitz, 1939). Nursery school children in the

study indicated race awareness to be "an awareness of one's own skin color as a factor of differentiation and similarity" (Horowitz, 1939, p. 96). Horowitz (1939) found evidence that chronological age may not be a determinant of the power to advance the concept of the self beyond the organism. Horowitz postulated that the child goes through stages of identification, not ages of identification. Horowitz's theory of children of a minority group identifying with majority group members as being most like himself has been further supported in more recent studies (Pettigrew, 1964; Kardiner and Ovesey, 1951). Kardiner and Ovesey (1951) accredited the Negro seeing himself as white as an idealization of the whites. Pettigrew (1964) linked identity problems with problems of self-esteem. At an early age the young Negro learns to assign less desirable roles and poor home conditions to his race. When the Negro employs white standards of judging his own worth, the judgment may be disparaging. Jersild (1965) contended that race awareness was contingent on the early environment of the child.

The Long and Henderson study (1968) revealed that the boys were more realistic as to their own color than were the girls. In the 1967 study Long and Henderson found that minority identification among the Negroes was positively associated with the number of siblings.

## INTELLIGENCE

In reporting a recent study, Wattenberg and Clifford (1962) found a low correlation between self-concept ratings and intelligence test scores. Earlier Combs hypothesized that the child's perception of his abilities determined his performance, therefore, "it follows that the self-concepts we hold must affect the 'intelligence' of our behavior" (Combs, 1952, p. 144). Combs also warned that belief in static intelligence and capacities is hazardous to the self-concept. "Teachers who believe in an unchanging character of child capacities provide the attitudes and experiences that produce and maintain a child's conception of self and his abilities" (Combs, 1952, p. 145). Conclusive research with regard to preschool children was not found.

Lipsitt (1958) hypothesized a low correlation between self-concept measures and intelligence test scores for fourth, fifth, and sixth graders. The results were not significant; however, the information from the self-concept measures showed possibilities of adding significantly to the predictive efficiency of intelligence testing.

## ACHIEVEMENT

Many studies conducted with older children resulted in a positive correlation of self-concept to school achievement (Bruck, 1957; Lumpkin, 1959; Bodwin, 1959;

Overstreet, 1959; Hamachek, 1960; Fink, 1965; Brookover, et al., 1965). Boshier and Hamid (1968) did not find a correlation between self-concept and school achievement.

The child with a positive self-image was reported to be more effective in utilizing his intelligence (Martin and Stendler, 1956). Combs (1952), Martire (1956), and McCandless (1967) also supported this theory. Combs endorsed the theory by emphasizing a circular effect of a given concept of self--a bad self-concept was reinforced as a result of poor performance in school.

Two studies (Lipsitt, 1958; Wattenberg and Clifford, 1962) reported self-concept measures with children in kindergarten to be predictive of reading achievement at the end of two and one half years in school.

#### INTERCORRELATION OF MEASURES

Only two references (Lipsitt, 1958; Wattenberg and Clifford, 1962) were found which referred to the intercorrelation of the measures of the self-concept. Lipsitt's (1958) hypothesis of a low correlation between measures of the self-concept was not statistically supported. Wattenberg and Clifford (1962) justified the procedure when they wrote, "There are different aspects of the self-concept which can be separately measured and which will show only moderate inter-correlation" (Wattenberg and Clifford, 1962, p. 58).



## DEVELOPMENT OF THE SELF

Sullivan stated that the self-concept "tends very strongly to maintain the direction and characteristics which it was given in infancy and childhood" (1947, p. 10). The self-concept appears to develop through the process of socialization (Martin and Stendler, 1953). Stability of the self-concept seems to be related to consistency (McCandless, 1967). Two studies were more specific. Clark and Clark (1939) reported that consciousness of the self as a person develops between the age of three and four. Bloom (1964) established that by age five approximately one-third of the child's ego development has been attained.

LaBenne (1968) stated that the self-concept is influenced by personal contacts, first in unstructured situations with the family and later in more structured situations with teachers and peers. He also postulated that the self-concept is not fixed but is modified by every life experience through the maturing years. Pertaining to the idea that self-concept is learned through experience is the fact that it can be taught. "Interpersonal theory, then, holds that self-concept is built or achieved through accumulated social experiences and contacts" (LaBenne, 1968, p. 17).

The studies reviewed in this chapter tended to support the theory that the self-concept is significant in determining some behaviors. A positive self-concept tends



to produce positive behavior such as self-acceptance, achieving in school, and making appropriate adjustments, while a negative self-concept tends to produce unacceptable behavior such as unco-operativeness, under-achievement, and maladjustment (Woolner, 1965, p. 49).

The self-concept is a composite of feelings and values concerning the self. Each aspect can be measured separately and does not necessarily correlate with any other measure. Long and Henderson (1967, 1968) selected measures related to social interactions in constructing their instrument. By looking at the different facets of the self-concept a better understanding of the interrelation of self-concept and behavior may be obtained.

### CHAPTER III

#### METHODS AND PROCEDURES

Within the past decade Lipsitt (1958), Wattenberg and Clifford (1962), Brookover et al. (1965), and Henderson and Long (1967, 1968) have studied the self-social concept and the self-concept as it relates to school achievement. The studies reported a positive correlation between self-concept and school achievement. No studies were available in which the researcher investigated the relationship of the self-concept to the home situation.

It is the opinion of this investigator that the self-concept begins developing at a very early age. It would appear that teachers of very young children have an influence on the formation of the self-concept. With this belief and the findings of the recent research on the self-concept the present study was undertaken.

#### THE SAMPLE

The children who were subjects in this study were participating in the Education Improvement Program at Duke University in Durham, North Carolina. EIP was funded by the Ford Foundation in March, 1965, to develop a comprehensive program of educational intervention in the lives of

disadvantaged children. The proposal outlined programs for children from birth through adolescence. The plans for the program were to utilize and demonstrate existing knowledge of educational intervention and to discover more efficient and effective ways of assisting children escape the debilitating effects of poverty and environmental disadvantages.

The participants in the program were from three target poverty areas in Durham. A majority of families in these areas were Negro. Only three white children were participating in the preschool program at the time of testing and were not included in this study. Only children three years old prior to November 1, 1968, were selected for the study.

The group of children studied were 67 Negro children whose ages were: three-year-olds, 3 boys and 8 girls; four-year-olds, 4 boys and 6 girls; five-year-olds, 9 boys and 16 girls; six-year olds, 9 boys and 12 girls. Due to extended absences three of the eligible children could not be considered for this study. One was a three-year-old, one was a four-year-old, and one was a five-year-old.

Over half of the families from which the children came were considered moderately to severely deprived. Information, collected from the EIP Social Work Component, was obtained from personal interviews and welfare medical records made available to the investigator. This information was based on 66 of the 67 subjects. Specific

information of the 67th subject was not available. Information furnished by the teacher, however, indicated that this child was from one of the more deprived homes.

The average number of persons per household was 6.6 with a range of two to fourteen persons. The average income was approximately \$3,614.70 with a range from \$900 per year for a family of two to \$7,872 for a family of eight. The mode level of education for both the mothers and the biological fathers was twelve years. The range for the mothers was fourth grade to three years beyond high school. The range for the fathers was sixth grade to three years beyond high school. The average educational attainment of the fathers was 10 years and of the mothers was 10.3 years. Only two families of the subjects owned their homes. Eleven of the 67 subjects were illegitimate children.

A breakdown of marital status by numbers and per cent is presented in Table 1.

Fifty-three per cent or 35 of the 66 subjects were from intact families. Eighteen subjects, or 27.3 per cent, were from homes in which the parents were separated. In all cases it was the father who was absent. Only one child was from a home of divorced parents. In three families one of the parents had died, one was a mother and two were fathers.

The principle sources of income for the families is presented in Table 2.

Table 1

## Marital Status of Subjects' Parents

Marital Status	Number	Per cent
Married	35	53.0
Single	9	13.6
Widowed	3	4.6
Separated	18	27.3
Divorced	1	1.5
Total	66	100.0%

Table 2

## Source of Income for Subjects' Families

Sources of Income	Number	Per Cent
Father	18	27.3
Mother	6	9.1
Father & Mother	16	24.2
Relative	6	9.1
Welfare & Other Agencies	20	30.3
Total	66	100.0%



The fathers alone support 27.3 per cent or 18 of the 66 families. Another 24.2 per cent or 16 of the families were supported by the mother and father together. Mothers alone supported 9.1 per cent or six families, and relatives supported another 9.1 per cent. The remaining 30.3 per cent or 20 families were supported by public welfare and/or received financial aid from other agencies, such as churches, Veterans Administration, Social Security Commission, and the Employment Security Commission.

Some of the children had been enrolled in EIP for four years, while others were completing their first year: 10 children were completing their fourth year, 46 children were completing their third year, and 11 children were completing their first year. No children in this study had entered the program the previous year; therefore, there were no children in their second year of enrollment.

Approximately 27 per cent or 18 of the families lived in a federal housing project. Forty-seven per cent or 32 of the children were from one-parent homes or were living with someone other than their biological parents.

The children in the Education Improvement Program were selected as subjects because of their availability to the investigator. Supplementary information concerning the children and their families, as well as the children's test scores, was available from the permanent files of EIP and was approved for use by the investigator.



## COLLECTION OF DATA

Data concerning sex, age, intelligence, achievement, socio-economic sources and levels, family structure, and number of siblings of each subject were collected from the EIP files. The intelligence scores were obtained from the Stanford Binet Intelligence Test. Achievement was measured by the Preschool Attainment Record developed by Edgar A. Doll in 1966. Information on socio-economic status, family structure, and the number of siblings was obtained from the files of the EIP social workers. This information was gathered from interviews with the family members, records from the Durham Department of Public Welfare, and medical records from Duke Hospital.

The children's self-social perception was measured by the Children's Self-Social Constructs Test (Preschool Form), published in 1967 by Edmond Henderson, Barbara Long, and Robert Ziller, at the University of Delaware. The instrument was designed to measure various aspects of the child's conception of himself by his selection and arrangement of symbols which represent him in relation to others, assuming that the child is able to communicate his self-social concepts symbolically and that certain symbolic patterns have common meaning (Long and Henderson, 1968). An example of the symbolic representation is the use of a column of circles to represent esteem. The higher position on the

column represents greater value or higher self-esteem (Long and Henderson, 1968). The instrument was designed to measure esteem, dependency (social), identification (with mother, father, friends, and teacher), realism of color (race), and realism of size as response indicators of the self-social concept of children between the ages of three and eight years of age. This non-verbal test was individually administered.

The Stanford Binet tests were administered by trained EIP research technicians. The tests were administered in May of 1969. Scoring was also done by the technicians.

The Preschool Attainment Records were scored by the teaching team (lead teacher, assistant teacher, and teacher aide) in each of the six classes involved. Scores for all subjects were calculated by the investigator.

The Children's Self-Social Constructs Test was administered in May, 1969, by the lead teacher in the two five-year-old classes and by this investigator to the three-, four-, and six-year-old classes. All of the tests were scored by the investigator.

#### EXPERIMENTAL TASKS

The items in the Children's Self-Social Constructs Test are shown in Figures 1-6. A brief description follows.

a. Dependency. Dependency was measured by the placement of a one-inch diameter gummed sticker in relation

to a group of stimulus circles. Any sticker within the outer limits of the stimulus circles was scored as within the group. Higher score represented greater dependency or group orientation. (Figure 1)

Figure 1

Item Measuring Dependency in Children's Self-Social  
Constructs Test (Preschool Form)



The test administrator said: "These circles are children. You paste yourself wherever you want to."

b. Self-esteem. Self-esteem was measured by the selection of a circle from a column of circles representing children. The measure was scored from one to five, five being the higher position in the column. Higher score represented higher self-esteem. (Figure 2)

Figure 2

Item Measuring Esteem in Children's Self-Social  
Constructs Test (Preschool Form)



The test administrator said: "These circles are children. You pick one to be you." The child's initials were then placed in the circle he selected.

c. Identification. Identification with the stimulus person (mother, father, friend, and teacher) was measured by the selection of a circle to be the self from a row of six circles, the first circle representing the stimulus person. (Figure 3)

Figure 3

Item Measuring Identification of Mother in Children's  
Self-Social Constructs Test (Preschool Form)



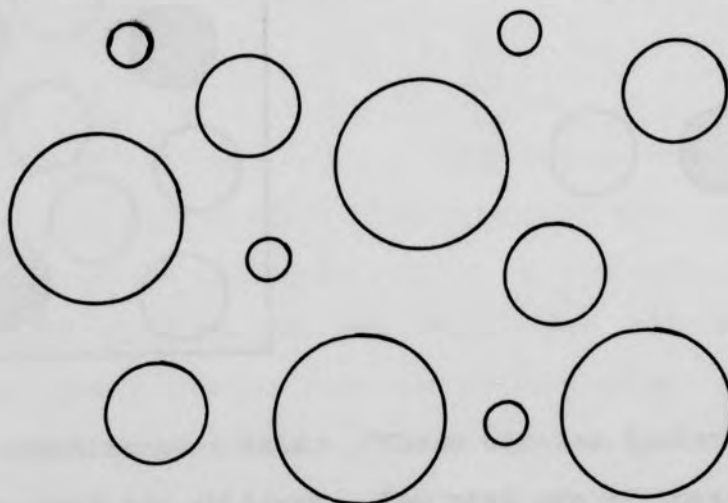
The test administrator said: "Here is your father (or

mother, friend, teacher). You pick a circle to be you, whichever one you like." The child's initials were written in the circle he selected. The item was scored one to six from far to near the stimulus person. Higher score represented more identification.

d. Realism of size. Realism in relation to size was measured by the selection of two circles, one circle to represent the father, the other, the self. The random circles were in three sizes: small, medium, and large. (Figure 4)

Figure 4

Item Measuring Realism in Relation to Size in  
Children's Self-Social Constructs Test (Preschool Form)



The administrator said: "These circles are people. First pick one to be your father (daddy). Next, pick one to be you." An f was put in the circle chosen for the father.



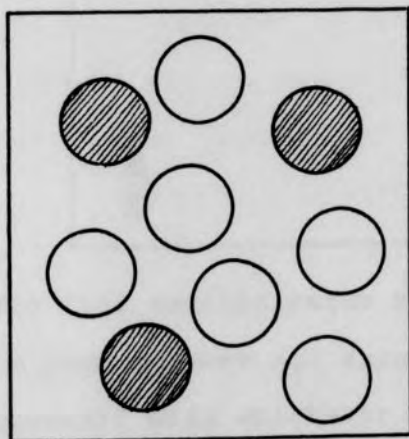
The child's initials were put in the circle the child chose to be himself.

The item was scored three to one for the circle representing the child, from small to large. Higher score represented more realism in relation to size.

e. Realism of color. Realism in relation to color was measured by the selection of a shaded rather than a plain circle. (Figure 5)

Figure 5

Item Measuring Realism in Relation to Color in Children's Self-Social Constructs Test (Preschool Form)



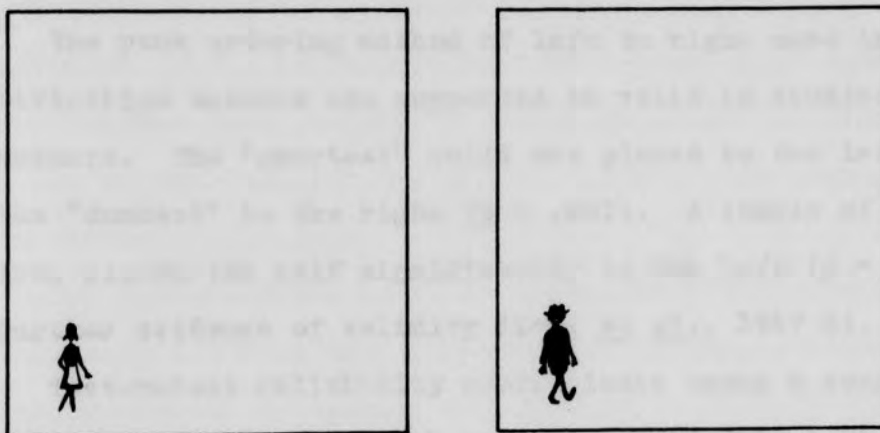
The test administrator said: "These circles (pointing toward the box) are children. You pick one of these over here (pointing toward the circles on the right) to be you." The chosen circle was encircled. The child scored one point for the selection of a shaded circle. Higher score

represented more realism in relation to color.

f. Forced choice. The forced choice measure presented two stimulus persons at a time from which the child must select the one he preferred. This item was another identification measure. (Figure 6)

Figure 6

Item Measuring Forced Choice Identification in Children's Self-Social Constructs Test (Preschool Form)



The test administrator said: "Here is your daddy and here is your teacher (or appropriate stimulus person). You paste yourself with whichever one you want." The child then pasted the gummed sticker with the picture of his choice. One point was scored for the stimulus person chosen. Higher score for a stimulus person represented more identification with that person.

## VALIDITY AND RELIABILITY

Evidence for validity and reliability for the instrument has been accumulated on school-age and adult populations (Henderson, Long, and Ziller, 1965; Long, Henderson, and Ziller, 1967 a; Ziller, Megas, and Dominic, 1964). It must be noted, however, that there was no evidence of the reliability and validity for the preschool form of this instrument.

The rank ordering method of left to right used in the identification measure was supported as valid in studies by the authors. The "smartest" child was placed to the left and the "dumbest" to the right ( $p = .001$ ). A sample of 48 children placed the self significantly to the left ( $p = .02$ ) for further evidence of validity (Long et al., 1967 b).

Test-retest reliability coefficients among a sample of 62 fourth, fifth, and sixth graders ranged from  $+.26$  to  $+.87$  with a median of  $+.49$ . Split-half reliability coefficients among a sample of 81 fifth graders ranged from  $+.78$  to  $+.94$  (Long, et al., 1967 a).

## ANALYSIS OF DATA

The information from the EIP files (age, achievement, intelligence, and the number of siblings) and the scores from the measures of the Children's Self-Social Constructs Test were coded and transferred to IBM cards. The Pearson

correlation coefficient was used to correlate each of the eight measures of the instrument with each of the four variables. An intercorrelation between each of the eight measures and between each of the four variables was also executed. The significance of the correlations was obtained from a table of tabulations of the values of  $r$  required for significance at different levels (Ferguson, 1966, p. 413).

A partial correlation of the significant correlations was used to eliminate the effect of age. The  $t$  test of significance of the difference between the means of each measure for the boys and for the girls obtained the significance of the sex variable and the variable of the presence of the father in the home.

The forced choice identification was tallied by the possible pair combinations: mother with father, mother with friends, mother with teacher, father with friends, father with teacher, teacher with friends. The pattern distributions were analyzed and presented in percentages (see Table 5). The measures of the instrument for children from father-present homes versus children from father-absent homes were also analyzed by percentages (see Tables 6 and 7).

## CHAPTER IV

## RESULTS AND DISCUSSION

## RESULTS

Using the results of the Children's Self-Social Constructs Test, the Preschool Attainment Record, and the Stanford Binet, this study attempted to test the following hypotheses:

1. Age, achievement, and intelligence will be positively correlated with the self-social concept of the subjects.
2. The children will identify more closely with the mother than with the father, friends, or teacher.
3. Girls will identify more realistically in terms of sex, realism of size and realism of color than will the boys.

Definite hypotheses were not advanced in all possible relationships because of the exploratory nature of using the Henderson, Long, and Ziller Children's Self-Social Constructs Test as an instrument in the study of such young children. The Henderson, Long, and Ziller instrument had not been reported to have been used with children younger than five years old at the time of this investigation.

The score of each measure of the Children's Self-



Social Constructs Test was correlated separately for boys and for girls with the variables of age, achievement, intelligence, and number of siblings. An intercorrelation of the measures of the instrument was also computed for boys and for girls. The results of these correlations are presented in Table 3.

Of the 132 correlations three were significant at the .05 level; four at the .02 level; and 11 at the .01 level. Neither boys' nor girls' scores showed a significant correlation in the measure of esteem or in the variable number of siblings. The boys' scores were not significant for the measure of realism of color while the girls' scores were not significant for the measure of realism of size.

The scores for both boys and girls showed a positive correlation between identification with friends and identification with father (Boys  $r = .54$ ,  $p = .01$ ; Girls  $r = .57$ ,  $p = .01$ ). This indicated a trend of boys and girls in this sample identifying more closely with the father as they become more closely identified with friends. Girls had a negative correlation between identification with friends and dependency ( $r = -.31$ ,  $p = .05$ ). This can be interpreted to mean that these girls identified more with friends as they became more socially dependent.

For the boys five correlations relating to identification were significant. Identification with mother was positively correlated to identification with father

TABLE 3  
INTERCORRELATION RESULTS FOR THE CHILDREN'S SELF-SOCIAL  
CONSTRUCTS TEST MEASURES AND VARIABLES

Girls/Boys		1	2	3	4	5	6	7	8	9	10	11	12
Esteem	1		.01	-.02	.08	-.02	.08	-.03	.03	-.08	-.10	.02	.23
Dependency	2	-.01		-.07	-.04	-.13	-.12	.20	-.50 <sup>**</sup>	-.01	-.04	-.07	.20
Identification Mother	3	-.14	-.10		.68 <sup>***</sup>	.52 <sup>***</sup>	.62 <sup>***</sup>	-.18	-.02	.24	.31	-.24	.08
Identification Father	4	-.19	-.14	.20		.54 <sup>***</sup>	.74 <sup>***</sup>	-.36	-.06	-.02	.11	-.02	-.04
Identification Friend	5	-.17	-.31 <sup>*</sup>	.25	.57 <sup>***</sup>		.47 <sup>**</sup>	.01	.05	-.06	-.01	.05	-.09
Identification Teachers	6	-.05	-.14	.08	.26	.20		-.01	-.02	-.05	.03	-.07	.06
Realism Color	7	.22	-.37 <sup>**</sup>	.02	-.16	.06	-.15		-.20	-.21	-.37	-.05	.07
Realism Size	8	.14	-.28	.13	-.17	.06	-.02	.23		.17	.13	.43 <sup>*</sup>	.18
Age	9	.21	.14	-.45 <sup>***</sup>	-.44 <sup>***</sup>	-.29	-.05	-.10	.08		.91 <sup>***</sup>	-.23	.11
Achievement	10	.19	.16	-.50 <sup>***</sup>	-.46 <sup>***</sup>	-.35 <sup>*</sup>	-.06	.03	.09	.87 <sup>**</sup>		-.16	.17
I.Q.	11	-.01	.19	.20	.23	.16	.03	-.03	-.07	-.22	-.10		.00
Number of Siblings	12	.29	.12	-.12	-.16	-.15	-.01	.11	-.06	.19	.15	-.24	

\*Sig. .05      \*\*Sig. .02      \*\*\*Sig. .01 or better

( $r = .68$ ,  $p = .01$ ), identification with friends ( $r = .52$ ,  $p = .01$ ), and identification with teacher ( $r = .62$ ,  $p = .01$ ). These results indicated that the boys who identify with one stimulus person tended also to identify with the other three stimulus persons. Identification with teacher was also positively correlated to identification with father ( $r = .74$ ,  $p = .01$ ) and identification with friends ( $r = .47$ ,  $p = .02$ ).

Another point of significance of the boys' scores was the correlation of age to achievement ( $r = .91$ ,  $p = .01$ ). This result might have been expected to be a high correlation since the children were performing at similar levels within each age group as tested by the Preschool Attainment Record. For example, the four-year-olds could all count to four but few could count to thirteen, an expectation of the six-year-olds. Girls' scores also showed a positive correlation between age and achievement ( $r = .87$ ,  $p = .02$ ).

The results were quite different for boys and girls after the scores were analyzed to substantiate the hypothesis that age, achievement, and intelligence are positively correlated with the self-social concept measures. For the boys, the results in fifteen out of twenty-four correlation aspects of the self-social concept were correlated negatively with age, achievement, and intelligence. The only correlation found to be significant for the boys was intelligence which was positively correlated with realism of size ( $r = .43$ ,  $p = .05$ ).

A correlation of the measures to age, achievement, and intelligence of the girls resulted in twelve negative correlations out of twenty-four. Only five of the twenty-four correlations were significant. The five are discussed in the following paragraph.

Age was negatively correlated with the identification with mother ( $r = -.45$ ,  $p = .01$ ) and identification with father ( $r = -.44$ ,  $p = .01$ ). This indicated a trend for girls to identify less with their parents as they became older. Achievement was also negatively correlated with identification with mother ( $r = .50$ ,  $p = .01$ ), identification with father ( $r = -.46$ ,  $p = .01$ ), and identification with friends ( $r = -.35$ ,  $p = .05$ ). Since age and achievement were highly correlated, it was expected that identification with mother and identification with father would be correlated with both variables. There were no significant correlations with intelligence for boys and for girls.

The results did not support the hypothesis that age, achievement, and intelligence were positively correlated with the self-social concept measures of this group of subjects.

The hypothesis that more children would identify with the mother than with father, friends, or teacher was tested with two types of measures of identification. The first measure of identification was the symbolic, proximal placement of the subject in relation to the stimulus person. The

mean identification scores can be seen in Table 4.

Table 4  
Means from the Children's Self-Social Constructs  
Test for Girls and for Boys

Measure	Girls N=42	Boys N=25	Significance of Sex
Esteem*****	11.57	12.56	NS
Dependency**	3.62	3.76	NS
Id. Mother****	9.24	7.60	p = .01
Id. Father****	8.21	7.48	NS
Id. Friends****	8.07	6.72	NS
Id. Teacher****	8.38	7.32	NS
Realism Color*	.90	.80	NS
Realism Size***	3.29	3.52	NS

\*Total points possible = 2  
 \*\*Total points possible = 4  
 \*\*\*Total points possible = 6  
 \*\*\*\*Total points possible = 12  
 \*\*\*\*\*Total points possible = 20

The girls' mean scores on all identification items were higher than were the scores of the boys. Both boys and girls identified more closely with mother than with the other three stimulus persons. The second highest identification differed for the boys and for the girls. The girls identified second with the teacher, while the boys identified with the father. This measure of identification



supported the hypothesis that more children would identify with the mother than with the father, friends, or teacher.

The second measure of identification was the forced choice method. The subject was to choose one of two stimulus persons each time they were presented. The percentages of identification with each stimulus person are presented in Table 5. The Appendix contains a table of the number of identifications for each stimulus person. As will be noted, there was no significant difference in the total number of identifications with three of the stimulus persons: mother, friends, and teacher. The identification with father was significantly less than identification with the other three stimulus persons. The boys were more closely identified than the girls with the male figure each time the father was presented as one of the stimulus figures (see total for boys versus total for girls in Appendix, Numerical Table of Forced Choice Identification). The total identifications were 109 with mother, 73 with father, 109 with friends, and 111 with teacher. As stated previously, no statistical analysis was performed with this measure due to its lack of statistical sophistication. The totals of this measure of identification did not support the hypothesis that more children would identify with mother than with the other stimulus persons.

TABLE 5

IDENTIFICATIONS OF THE FORCED CHOICE MEASURES OF THE CHILDREN'S  
SELF-SOCIAL CONSTRUCT TEST IN PERCENTAGE

AGE	NO.	SEX	FATHER	FRIEND	TEACHER	FRIEND	MOTHER	FATHER	MOTHER	TEACHER	FATHER	TEACHER	MOTHER	FRIEND
3-6	67	B & G	31.3	68.7	64.2	35.8	64.2	35.8	56.7	43.3	41.8	58.2	41.8	58.2
3	3	BOYS	33.3	66.7	33.3	66.7	66.7	33.3	33.3	66.7	66.7	33.3	33.3	66.7
4	4	BOYS	25.0	75.0	75.0	25.0	25.0	75.0	25.0	75.0	75.0	25.0	0.0	100.0
5	9	BOYS	33.3	66.7	77.8	22.2	66.7	33.3	55.6	44.4	55.6	44.4	66.7	33.3
6	9	BOYS	66.7	33.3	55.6	44.4	44.4	55.6	77.8	22.2	33.3	66.7	77.8	22.2
3	8	GIRLS	12.5	87.5	37.5	62.5	37.5	62.5	37.5	62.5	12.5	87.5	37.5	62.5
4	6	GIRLS	33.3	66.7	16.7	83.3	66.7	33.3	50.0	50.0	33.3	66.7	33.3	66.7
5	16	GIRLS	12.5	87.5	75.0	25.0	75.0	25.0	56.3	43.7	50.0	50.0	31.3	68.7
6	12	GIRLS	41.7	58.3	91.7	8.3	91.7	8.3	75.0	25.0	33.3	66.7	33.3	66.7
3-6	25	BOYS	44.0	56.0	64.0	36.0	52.0	48.0	56.0	44.0	52.0	48.0	56.0	44.0
3-6	42	GIRLS	23.8	76.2	64.3	35.7	71.4	28.6	57.1	42.9	35.7	64.3	33.3	66.7

## SIGNIFICANCE OF SEX

A t test of significance of difference between the means of all scores for each sex was computed to determine the effect of sex on the scores of the measures of the Children's Self-Social Constructs Test and the scores of the Preschool Attainment Record. The results indicated that identification with mother was the only measure significantly related to sex (girls 9.24, boys 7.60,  $t = 2.91$ ,  $p = .01$ ). The girls identified more significantly with the mother than did the boys. (Table 4)

The test of significance of the sexes showed realism in identification for both sexes. The boys identified less with the mother and the girls identified more with her ( $p = .01$ ). The scores of the boys indicated they tended to identify in second place with the only male model, the father, whereas, the girls identified more closely with the teacher. The father was the third preference for the girls.

Girls were more realistic in their concept of color than were the boys; however, scores for the girls were not significant. Boys showed more realism of size, but again the difference was not significant (Table 4). These results do not significantly support the third hypothesis that girls would identify more realistically in terms of sex, realism of size and realism of color than would the boys, though there was a trend of more realism for girls than for boys.

Realism of color was negatively correlated with dependency for girls ( $r = -.37$ ,  $p = .02$ ), which indicated that as the girls showed more social dependency they identified more with whites than with Negroes. Realism of size was negatively correlated with dependency for boys ( $r = -.50$ ,  $p = .01$ ), which can be interpreted to mean that boys tended to see themselves more realistically in relation to size as they became more socially dependent.

#### SIGNIFICANCE OF SEPARATION FROM BIOLOGICAL FATHER

The mean scores of the measures of the instrument for boys from father-present versus father-absent homes are presented in Table 6, and the mean scores for the girls are presented in Table 7.

Boys from father-absent homes averaged higher scores on all items of the instrument except for two measures; esteem (father 12.64, no-father 12.50) and dependency (father 3.91, no-father 3.64). Boys from father-present homes showed less identification with all stimulus persons. The boys from father-absent homes identified more closely with the father than did the boys from father-present homes. The boys from father-absent homes also identified more closely with the father than with the mother, whereas, the boys from father-present homes identified more closely with the mother. A t test of significance did not result in any of the scores being statistically significant.

Table 6

Means from the Children's Self-Social Constructs  
Test for Boys from Father-Present versus  
Father-Absent Homes

Measure	Father-Present N=11	Father-Absent N=14	Level of Significance
Esteem*****	12.64	12.50	NS
Dependency**	3.91	3.64	NS
Id. Mother****	7.55	7.64	NS
Id. Father****	7.09	7.79	NS
Id. Friends*****	5.91	7.43	NS
Id. Teacher*****	6.46	8.00	NS
Realism Color*	.64	.93	NS
Realism Size***	3.17	3.44	NS

\*Total points possible = 2

\*\*Total points possible = 4

\*\*\*Total points possible = 6

\*\*\*\*Total points possible = 12

\*\*\*\*\*Total points possible = 20



Table 7

Means from the Children's Self-Social Constructs  
Test for Girls from Father-Present versus  
Father-Absent Homes

Measure	Father-Present N=24	Father-Absent N=18	Level of Significance
Esteem*****	12.13	10.83	NS
Dependency**	3.54	3.72	NS
Id. Mother****	9.00	9.00	NS
Id. Father****	8.79	7.44	NS
Id. Friends****	8.50	7.50	NS
Id. Teacher****	8.95	7.61	p = .05
Realism Color*	.79	.56	NS
Realism Size***	3.64	3.43	NS

\*Total points possible = 2

\*\*Total points possible = 4

\*\*\*Total points possible = 6

\*\*\*\*Total points possible = 12

\*\*\*\*\*Total points possible = 20

The girls from father-present homes averaged higher scores in all measures except two; dependency (father 3.54, no-father 3.72) and identification with mother (father 9.00, no-father 9.00). Girls from father-absent homes showed less identification with all stimulus persons except the mother. The only measure statistically significant was the identification with teacher. Girls from father-present homes

significantly identified more closely with teacher than did girls from father-absent homes (father 8.96, no-father 7.61,  $p = .05$ ).

#### DISCUSSION

The girls' negative correlation of age to identification with mother and father was quite conceivable. As the child comes in contact with "significant others" outside the family, there is less identification with parents as the identification with others increases.

A reason for the positive correlation of identification with friend to identification with father may be found in the family structure. Since relatives and mothers' boy friends substitute for many of the absent fathers, there is a likelihood of the child's identifying with the father as he would a friend.

Boys tended to significantly identify with all stimulus persons. This was opposed to the findings of Long and Henderson (1968). The findings of the present study suggest a lack of appropriate dominant male identification models for the boys. When there is no dominant sex-appropriate figure, the boys may identify with the females, mother and teacher, on the same basis they identify with friends. In other words, absence of a dominant male may tend to equalize the remaining significant identification persons. The results did support the findings of Stokes (1950) that girls

are more likely to identify with their mothers than boys with their fathers.

The girls' negative correlation of identification with friend to dependency seemed contradictory. One interpretation may be that the girls distinguished from a "group of children," as directed in the testing, and their "friends." As they associated with specific friends, groups of children became less inviting.

Age, achievement, and intelligence were not found to be positively correlated with the self-social concept measures in this study. These results are not in agreement with the literature reviewed. These unexpected results may reflect an inadequacy in the test. Possibly the child recognized one stimulus silhouette more readily than he recognized the silhouettes of the other stimulus figures. Or perhaps his reply was an attempt to please the investigator, who was also his teacher. Another reason may be that the self-concept is in an unstable developmental phase during early childhood, and even though the child has ideas about himself, these ideas are not static and can be influenced by temporal events. Although the concepts of the self may be variable during early childhood, there is value in interested persons perceiving these concepts.

The hypothesis that more children would identify with mother than with father, friends, or teacher was supported in one measure of the instrument. Both boys and girls

placed themselves closer to the mother than to the other stimulus persons. The girls identified significantly more closely with the mother than did the boys. The boys, however, still identified more closely with the mother than they identified with father, friends, or teacher. These results would suggest that father-absence has an effect on the lack of identification with father; however, statistical analysis indicated no significant effect of father-absence on this measure. Another explanation of the attachment to the mother might be the dominant role of the low-income Negro female.

The results of the forced choice identification did not support the above hypothesis. The subjects identified with mother, friends, and teacher almost an equal number of times. The instrument possibly forced identification which might not have been made. An example is the boys were forced to make one of two choices; to identify with either mother or teacher. For this reason a total score might be misleading. The teachers of children in this program possibly rated higher than the teacher in an average situation due to the great stress of pupil-teacher rapport in EIP.

The girls' more realistic concept of their color may also be an effect of the Negro female dominant role. Accepting the black color may, for boys, suggest accepting a submissive role. The boys' more realistic concept of their size was not expected since boys of this age tend to

exaggerate their size in their play. This might suggest that such imaginative play might lead boys to a more realistic concept of their own size. The closer identification of girls to their mother suggested more realism for the girls since the boys did not identify more closely with the father.

The results of the study also indicated that boys tended to possess a more realistic concept of their size in relation to their decreased social dependency, while girls tended to possess a more realistic concept of their color in relation to their decreased social dependency. These results suggest that a trend toward more realism is associated with the child's ability to become more socially independent.

The effect of the number of years of preschool education on the self-social concept of these children was not evident. The children were selected on the basis of age. The five- and six-year-olds had been in EIP for three years. The four-year-olds had been in the program for four years. And the three-year-olds were completing their first year. Since there were no correlations of the measures to age, the first assumption might be that preschool education has no effect on the self-social concept. Could it be that the self-social concept was formed before a child enters a preschool group experience? Could it be said that the greatest effect on the self-social concept is made during the first



year in a good educational setting? Could that experience either help the child to maintain his self-concept or to degrade it?

Possibly one reason the boys from male-absent homes identified more closely with all stimulus persons is an unfulfilled need for identity with a male. Whereas, the girls from father-absent homes would still have two females with whom they could closely identify.

The high esteem for boys and girls from father-present homes suggests that fathers have a positive effect on the development of esteem. Or this may reflect a more positive attitude of the intact family. Both of these suppositions support Coopersmith's (1959) statement that self-esteem is based on prior positive and negative experiences.

The results of the analysis of father-present versus father-absent scores was almost the reverse of what was expected by the investigator, although it supported the findings of Stokes (1950): boys from father-absent homes scored more like girls from father-present homes. One reason the boys from the father-absent homes might have scored higher is that the male substituting for the absent father, actually improved the child's self-concept more than the biological fathers helped to improve their own son's self-concept.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### SUMMARY

Emphasis on individual behavior has led to an increased interest in the self-concept. For years several theorists have supported the importance of the self-concept in personal adjustment and behavior. Studies reviewed in Chapter II emphasize the significant role of the self-concept. The reviewed studies investigated some of the many facets of the self-concept: esteem, social dependency, identification, realism of size, and realism of color or race. Also investigated were the relationships of intelligence and achievement to the self-concept. The research on the self-concept of the preschool child per se was very limited.

The present investigation was an exploratory study to attempt to determine the relationship of some of the aspects of self-social concept and to determine the relationship of the self-social concept to age, sex, intelligence, achievement, number of siblings, number of years in a preschool program, and separation from the biological father.

The subjects for this study were sixty-seven Negro children three, four, five, and six years old from poverty

areas in Durham, North Carolina. All of the children were participating in the Durham Education Improvement Program. Information on the subjects and their families was collected from EIP files. Intelligence and achievement scores came from the records of the research component of EIP.

The instrument for this study was the Children's Self-Social Constructs Test developed by Henderson, Long and Ziller. The test measured various aspects of the subject's conception of himself in relation to others. Other instruments used to gather information were the Preschool Attainment Record and the Stanford Binet Intelligence Test. The Pearson correlation coefficient, a partial correlation, and a t test of significance of difference between the means were the statistical methods used to analyze the data collected in this study.

The hypotheses were:

1. Age, achievement, and intelligence will be positively correlated with the self-social concept of the subjects.
2. The children will identify more closely with the mother than with the father, friends, or teacher.
3. Girls will identify more realistically in terms of sex, realism of size and realism of color than will the boys.

None of the three hypotheses tested were confirmed;

however, the general findings did indicate that age, intelligence, achievement, and number of siblings were not directly correlated with the measures of the self-social concept. Sex was significant only in the identification with the mother. The proximal measure of identification found that the children identified more closely with the mother than with the other stimulus persons. The forced choice measure of identification found only the identification with father was significantly lower than the identification with mother, while the identification with friends and teacher was almost equal to the identification with mother. Therefore, the first measure, which was more statistically sound by allowing a greater range of choice, supported the hypothesis that more children would identify with mother than with the other stimulus persons, namely, father, friends, and teacher.

Girls identified more realistically than boys on the measure of realism of color, but the boys were more realistic in their concept of their size. The girls were more realistic in sex-appropriate identifications with females, partially attributable to a lack of sex-appropriate models for the boys. These results did not support the hypothesis that girls would identify more realistically than the boys.

The significance of having the biological father in the home was only statistically supported in the girls' identification with teacher; however, all of the measures except

dependency and identification with mother resulted in a higher self-social concept score for the subjects from homes in which the biological father was present. The boys from father-absent homes scored more like the girls from father-present homes.

### CONCLUSIONS

The results of this investigation tended to indicate that the following conclusions are justified.

1. On the basis of the results obtained, the investigator agrees with the theory of identification advanced by Horowitz (1939) stating that it is the stage of development, not the chronological age, that is important in identification of children with significant others.

2. Separation from the biological father does not necessarily have a negative effect on the self-social concept of the child.

3. The results indicated that children as young as three years of age have attitudes about themselves which they can relate to others under appropriate situations.

4. Testing the self-concept of young children gives valuable insight into their behavior and personality.

### RECOMMENDATIONS FOR FURTHER STUDY

The implications from the analysis of the data presented in this study prompt this investigator to recommend



that more emphasis be placed on the study of the self-concept during early childhood. Intense efforts to develop more appropriate instruments which can be easily interpreted should be conducted prior to in depth studies on a large scale. The primary goal should be to provide educators, especially teachers of preschoolers, with an instrument that has the potential to provide them with an understanding of the attitudes their pupils have toward themselves.

The ultimate value of an instrument need not be to establish norms on a single group of children, but the insight to be gained about the individual is most helpful to a teacher. In this respect the Henderson, Long, and Ziller instrument is satisfactory. This instrument can be administered in ten minutes by a teacher and the results can be tabulated with equal rapidity. It must be noted that a negative aspect of the test is the culture-oriented and stereotyped silhouettes of the stimulus persons.

It is recommended that further studies should be done in the area of the development of the self-concept. Insight might be gained from a study of concept of self before and after the first year of preschool education. Testing should be done at each age level in order to gain information on whether there is change and the rate of change during each age.

The preschool teacher is in a unique position to help

children develop a feeling of self-worth. Heretofore appropriate instruments for teachers to assess the personality of their pupils have been lacking. Further research in the developmental phase of the self-concept and a quest to improve or develop instruments may, eventually, help to eliminate that deficiency.

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## APPENDIX

NUMERICAL TABLE OF FORCED CHOICE IDENTIFICATION

AGE	NO.	SEX	FATHER-FRIEND		TEACHER-FRIEND		MOTHER-FATHER		MOTHER-TEACHER		FATHER-TEACHER		MOTHER-FRIEND	
3-6	67	B & G	21	46	43	24	43	24	38	29	28	39	28	39
3	3	BOYS	1	2	1	2	2	1	1	2	2	1	1	2
4	4	BOYS	1	3	3	1	1	3	1	3	3	1	0	4
5	9	BOYS	3	6	7	2	6	3	5	4	5	4	6	3
6	9	BOYS	6	3	5	4	4	5	7	2	3	6	7	2
3	8	GIRLS	1	7	3	5	3	5	3	5	1	7	3	5
4	6	GIRLS	2	4	1	5	4	2	3	3	2	4	2	4
5	16	GIRLS	2	14	12	4	12	4	9	7	8	8	5	11
6	12	GIRLS	5	7	11	1	11	1	9	3	4	8	4	8
3-6	25	BOYS	11	14	16	9	13	12	14	11	13	12	14	11
3-6	42	GIRLS	10	32	27	15	30	12	24	18	15	27	14	28

TOTALS      MOTHER— 109      FATHER— 73      FRIEND—109      TEACHER— 111